



Equality Impact/Fairer Scotland Duty Assessment Form

Step 1

Name of Proposal: Experimental Traffic Regulation Order for School Friendly Zones - Phase 3

Step 2

Is this only a **screening** Equality Impact Assessment Yes/No

(A) If Yes, please choose from the following options **all** reasons why a full EIA/FSD is not required:

(i) It does not impact on people Yes/No

(ii) It is a percentage increase in fees which has no differential impact on protected characteristics Yes/No

(iii) It is for information only Yes/No

(iv) It is reflective e.g. of budget spend over a financial year Yes/No

(v) It is technical Yes/No

If you have answered yes to any of points above, please go to **Step 16**, and sign off the Assessment.

(B) If you have answered No to the above, please indicate the following:

Is this a full Equality Impact Assessment Yes/No

Is this a Fairer Scotland Duty Assessment Yes/No

If you have answered Yes to either or both of the above, continue with Step 3.

If your proposal is a **strategy** please ensure you complete Step 13 which is the Fairer Scotland Duty Assessment.

Step 3

(i)Lead Directorate/Service:

Infrastructure & Environment – Roads & Transportation

(ii)Are there any **relevant** statutory requirements affecting this proposal? If so, please describe.

Road Traffic Regulation Act 1984, Section 9; Experimental traffic orders. The traffic authority for a road may, for the purposes of carrying out an experimental scheme of traffic control, make an order under this section making any such provision as may be made by a traffic regulation order under this Act.

(iii)What is the aim of the proposal? Please give full details.

This report is to seek agreement to promote and thereafter make the order.

(iv)Is it a new proposal? Yes/~~No~~ Please indicate OR

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function? ~~Yes~~/No Please indicate

Step 4: Which people does your proposal involve or have consequences for?

Please indicate all which apply:

Employees ~~Yes~~/No

Job Applicants ~~Yes~~/No

Service users ~~Yes~~/No

Members of the public Yes/~~No~~

Step 5: List the evidence/data/research that has been used in this assessment (links to data sources, information etc which you may find useful are in the Guidance). This could include:

Internal data (e.g. customer satisfaction surveys; equality monitoring data; customer complaints).

Reference is made to the success of the previous School Friendly Zones – Phase 1.

Internal consultation (e.g. with staff, trade unions and any other services affected).

Not applicable.

External data (e.g. Census, equality reports, equality evidence finder, performance reports, research, available statistics)

Not applicable.

External consultation (e.g. partner organisations, national organisations, community groups, other councils).

Stakeholder Group.

Other (general information as appropriate).

Not applicable.

Step 6: Evidence Gaps.

Are there any gaps in the equality information you currently hold? Yes/No

If yes, please state what they are, and what measures you will take to obtain the evidence you need.

Step 7: Are there potential differential impacts on protected characteristic groups?

Please complete for each group, including details of the potential impact on those affected. Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each group. Please state the reason(s) why.

Age

Impact: Positive for primary school children.

Disability

Impact: Positive.

Gender reassignment

Impact: Neutral.

Marriage and Civil Partnership

Impact: Neutral.

Pregnancy/Maternity

Impact: Neutral.

Race - (includes Gypsy Travellers)

Impact: Neutral.

Religion or Belief

Impact: Neutral.

Sex

Impact: Neutral.

Sexual orientation

Impact: Neutral.

Step 8: Consultation with any of the groups potentially affected

If you have consulted with any group potentially affected, please give details of how this was done and what the results were.

No consultation undertaken.

If you have not consulted with any group potentially affected, how have you ensured that you can make an informed decision about mitigating action of any negative impact (Step 9)?

Experience of the impacts of Phase 1 of the School Friendly Zones on potentially affected groups has been relied upon. The legal process for the promoting of the order will allow for any group or person potentially affected to object to the experimental order.

Step 9: What mitigating steps will be taken to remove or reduce potentially negative impacts?

No potentially negative impacts are anticipated.

Step 10: If a potentially negative impact has been identified, please state below the justification.

Not applicable.

Step 11: In what way does this proposal contribute to any or all of the public sector equality duty to: eliminate unlawful discrimination; advance equality of opportunity; and foster good relations between people of different protected characteristics?

Not applicable.

Step 12: Is there any action which could be taken to advance equalities in relation to this proposal?

No.

Step 13: FAIRER SCOTLAND DUTY

Not applicable.

This step is only applicable to **strategies** which are key, high level decisions. If your proposal is **not** a strategy, please leave this Step blank, and go to Step 14.

Links to data sources, information etc which you may find useful are in the Guidance.

Step 13(A) What evidence do you have about any socio-economic disadvantage/inequalities of outcome in relation to this strategic issue?

Step 13(B) Please state if there are any gaps in socio-economic evidence for this strategy and how you will take measures to gather the evidence you need.

Step 13(C) Are there any potential impacts this strategy may have specifically on the undernoted groupings? Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each grouping.

Low and/or No Wealth (e.g. those with enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.

Impact

Material Deprivation (i.e. those unable to access basic goods and services e.g. repair/replace broken electrical goods, warm home, leisure and hobbies).

Impact

Area Deprivation (i.e. where people live (e.g. rural areas), or where they work (e.g. accessibility of transport).

Impact

Socio-economic Background i.e. social class including parents' education, people's employment and income.

Impact

Other – please indicate

Step 13(D) Please state below if there are measures which could be taken to reduce socio-economic disadvantage/inequalities of outcome.

Step 14: What arrangements will be put in place to monitor and review the Equality Impact/Fairer Scotland Duty Assessment?

Not applicable.

Step 15: Where will this Equality Impact/Fairer Scotland Duty Assessment be published?

As an appendix to the report to committee on Angus Council's website.

Step 16: Sign off and Authorisation. Please state name, post, and date for each:

Prepared by: **Andy Barnes, Team Leader – Traffic, 19 April 2023**

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Approved by: **Graeme Dailly, Director of Infrastructure & Environment, 02.05.23**
